

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

Putin criticises Estonia  
over war memorial –  
9 May 2007



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## Putin criticises Estonia over war memorial – 9 May 2007

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**Level:** Intermediate and above

**Topic:** Diplomatic relations between Estonia and Russia

**Language:** Vocabulary of a news report

**Aims:**

Reading skills	– Understanding a short news report
Language skills	– Verbs with prepositions 'to' and 'at'
Speaking skills	– Debate/discussion on independence

**Materials:**

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – Verbs + prepositions
News story	– Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/05/070509\\_putin\\_vday.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/05/070509_putin_vday.shtml)

**Preparation:** Before the lesson, make enough copies of Worksheet 2 so that there is one worksheet for every 4 – 5 students. Cut up the vocabulary and explanations, to make a matching exercise. Students also need one copy each of Worksheets 1 and 3.

If possible, bring in some maps you can use for simulating students interest in the text. For example, a map of the world, a map of the old Soviet Union and/or one which shows the changes which have taken place there since some of those countries have become independent.

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#### LESSON STAGES

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##### **A Stimulate student interest in text**

Generate interest about today's topic by asking students to say which of the following countries were part of the Soviet Union.

- |               |             |
|---------------|-------------|
| 1. Belarus    | 5. Pakistan |
| 2. Poland     | 6. Mongolia |
| 3. Georgia    | 7. Estonia  |
| 4. Uzbekistan | 8. Finland  |

Answers:

1. Belarus
3. Georgia
4. Uzbekistan
7. Estonia

Ask students for some advantages and disadvantages for a country to belong to a large union or federation and advantages and disadvantages of being an independent but small country.

##### **B Pre-teach essential vocabulary**

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions.

Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

##### **to condemn**

to say very strongly that someone's behaviour is wrong or bad

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**accuses**

says that Estonia has done something wrong or illegal

**insulting that memory**

being rude or offensive about people who died (here, during the Second World War)

**desecrating monuments to war heroes**

damaging statues or monuments that have been built to remember soldiers who died in war

**reacted furiously**

behaved in an angry way

**relocation**

moving something (usually buildings or people) from one place to another

**liberators from fascism**

soldiers who freed people who were living under Hitler's and Mussolini's rule during the Second World War

**occupiers**

forces or armies from one country which invade another country and start ruling it

**belittling**

insulting or being rude to something or someone by making them seem unimportant

**sowing discord**

making or spreading bad feelings

### C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

**to condemn**

**accuses**

**insulting that memory**

**desecrating monuments to war heroes**

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reacted furiously

relocatation

liberators from fascism

occupiers

belittling

sowing discord

#### D Set a global question

Tell the students they are going to read a text which is about relationships between Russia and Estonia.

Put this question on the board:

1. Do Russia and Estonia have a good or a bad relationship? Find three words which show how they feel about each other.

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question. They do not need to understand the details for each topic.

#### E Check answers

Elicit students' answers (They have a bad relationship. Words or phrases which express this include:

condemn, accuses of insulting, a bitter diplomatic row, charged with belittling the Russian Army, sowing discord and distrust).

#### F Set comprehension questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

#### G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

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#### H Vocabulary consolidation/building

Students do the vocabulary matching exercise (Worksheet 2 that you cut up before the lesson): in small groups they match each word with the right definition.

#### I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

#### J Grammar focus: Verbs + prepositions

Write the following verbs on the board and ask students if they are followed by a preposition *to*, *at* or *no preposition*:

look

talk

ask

Answers:

look *at* someone

talk *to* someone

ask someone something

Depending on your students' level you could either give out Worksheet 3 now or you could go through all the verbs used in Worksheet 3 and elicit if they take *to*, *at* or *no preposition*, before giving them further practice with Worksheet 3.

Use the worksheet to focus on these verb patterns. Tell students to put the verbs into the correct column and then to fill in the gaps with the correct verb form.

#### K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

#### L Follow-up activity: Speaking

Re-cap on the ideas students gave at the beginning of the lesson about the advantages of independence for small nations versus being part of a larger union.

Tell them they are going to be opposing politicians trying to convince voters that independence for their village, town, city or region from the rest of the country is either a good or a bad idea.

Together brainstorm a few ideas for each side of the argument and list them on the board. Divide the class into small groups and give each group roles as either pro- or anti-independence.

Give them time (about 5 minutes) to brainstorm more ideas for their side.

Regroup the students so that they are in small groups (or pairs) made up of a mixture of those for and against independence.

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Students should then argue their case with the others in the group and be ready to ask and answer questions about their position.

At the end of the debate, have a class vote to decide whether independence is a popular choice or not with the class.

#### **M Feedback**

Give praise for content and show your interest in the political views expressed.

Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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#### STUDENT WORKSHEET 1

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#### COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	Soldiers gathered on Red Square to remember beating Germany in the Second World War.	T/F
2.	Mr Putin criticised people who he thinks are rude about the Russian army.	T/F
3.	Mr Putin said Estonia was very proud of Russian soldiers' actions during the Second World War.	T/F
4.	Russia is very pleased that the war monument was moved to Tallinn in Estonia.	T/F
5.	Russia believes that its soldiers freed people from Hitler's fascism.	T/F
6.	Mr Putin said Estonia was praising the Russian army and making Russians and Estonians be better friends.	T/F



#### VOCABULARY

Match these words and phrases to their definitions.

- |   |  |
|---|--|
| 1. <b>to condemn</b>                          | A. moving something (usually buildings or people) from one place to another                                  |
| 2. <b>accuses</b>                             | B. being rude or offensive about people who died (here, during the Second World War)                         |
| 3. <b>insulting that memory</b>               | C. says that Estonia has done something wrong or illegal   |
| 4. <b>desecrating monuments to war heroes</b> | D. insulting or being rude to something or someone by making them seem unimportant                           |
| 5. <b>reacted furiously</b>                   | E. forces or armies from one country which invade another country and start ruling it                        |
| 6. <b>relocation</b>                          | F. making or spreading bad feelings  |
| 7. <b>liberators from fascism</b>             | G. to say very strongly that someone's behaviour is wrong or bad   |
| 8. <b>occupiers</b>                           | H. behaved in an angry way   |
| 9. <b>belittling</b>                          | I. soldiers who freed people who were living under Hitler's and Mussolini's rule during the Second World War |
| 10. <b>sowing discord</b>                     | J. damaging statues or monuments that have been built to remember soldiers who died in war                   |

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#### STUDENT WORKSHEET 3

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#### GRAMMAR FOCUS – Word families

Fill in the table with the verbs below and add 'someone' or 'something', if necessary. The first ones have been done for you:

laugh	write	speak	call	answer	talk
explain	look	email	glance	text	confess

at	to	no preposition
1. laugh at someone/something	1. write to someone	1. call someone
2.	2.	2.
3.	3.	3.
	4.	4.
	5.	

Now, fill in the blanks with the correct form of the words in brackets:

1. She \_\_\_\_\_ the floor and realised someone had stolen her bag (glance).
2. If you don't \_\_\_\_\_ her, you'll never know how she feels about you (call).
3. Can you \_\_\_\_\_ me? (explain this)
4. They haven't \_\_\_\_\_ each other for years. (speak)
5. He \_\_\_\_\_ me with the arrangements last night (text).

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#### ANSWER KEY

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#### STUDENT WORKSHEET 1

1. True: Paragraph 1 says: 'Thousands of troops had assembled on Red Square to mark ... the defeat of Nazi Germany.'
2. True: Paragraph 1 says: 'Mr Putin used his speech to condemn those ...insulting that memory.'
3. False: Paragraph 2 says: 'He said they were desecrating monuments to war heroes. It was a clear reference to Estonia.'
4. False: Paragraph 2 says: 'Russia has reacted furiously to the recent relocation of a ...war memorial in Tallinn.'
5. True: Paragraph 3 says: 'Russia sees the Red Army as liberators from fascism.'
6. False: Paragraph 3 says: 'Mr Putin ...saying that those who he charged with belittling the Red Army's achievements were sowing discord and distrust between states and people.'

#### STUDENT WORKSHEET 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. G | 2. C | 3. B | 4. J | 5. H  |
| 6. A | 7. I | 8. E | 9. D | 10. F |

#### STUDENT WORKSHEET 3

at	to	no preposition
1. laugh at someone/something	1. write to someone	1. call someone
2. look at someone/something	2. speak to someone	2. answer someone
3. glance at someone/something	3. talk to someone	3. email someone
	4. explain something to someone	4. text someone
	5. confess something to someone	

1. glanced at
2. call
3. explain this to
4. spoken to
5. texted